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ABSTRACT

Long-term care administration often involves care for older adults. Yet, in California, neither academic training required for licensure in this area, nor continuing education for maintaining licensure, specify any knowledge of geriatrics or gerontology. A formal standardized approach to academic preparation for licensing would help ensure quality assurance and qualification control. Two recent needs assessment surveys on the development of a master's program in long-term care administration indicated that a need is growing for these administrators. Both survey groups agreed that: (1) a master's level program would appropriately meet the need; (2) a job market exists for such graduates; and (3) any internships required should be between 4 and 6 months. Until recently there were no public universities offering master's level training in long-term care administration on the West Coast. To address this need, San Francisco State University has developed a Master of Arts degree in Gerontology emphasizing Long-Term Care Administration, with a required internship of at least 480 hours. Ideally, gerontology students who have completed the administration courses and the internship will be eligible to take the licensure examination before they graduate. The internships should be of benefit to both graduate students and long-term care facilities. (CC)

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ED 369 005

Long-Term Care Administration at San Francisco State University

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Presented at:
American Society on Aging
Monday, March 21, 1994

Sponsored by:
AARP's Minority Affairs
Educational Outreach Program

CG025311

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AGENDA
AARP MINORITY AFFAIRS
Education Outreach Intergenerational Discussion
Providing Quality Health Care Through Education Training
Lombardi Room, Monday, March 21st, 9:00 a.m. to 12:30 p.m.
Moderator: Dr. Percil Stanford

9:00 am - 9:10 am	Welcome, Purpose of the Meeting and Outcome: Mona Negm, AARP Minority Affairs
9:10 am - 9:25 am	Health Care Reform and Education/Training and Employment of Minorities in Health Care Industries: From AARP National Perspective. Mr. Allen Buckingham, Member of AARP Board of Directors.
9:25 am - 9:40 am	Education/Training and Employment of Minorities in Health Care Industries: From the White House Conference on Aging Perspective. Mr. Robert Blancato, Executive Director - White House Conference on Aging.
9:40 am - 10:00 am	Comments and Questions
10:00 am - 10:20 am	Filling the Gaps in the Labor Market: From the Industry Perspective. Richard Waugh, Director, Northern California Presbyterian Homes Foundation. Georgeann Taylor, California Association of Homes for the Aging.
10:20 am - 10:30 am	Break
10:30 am - 11:00 am	Filling the Gaps in the Labor Market through Education and Training: From the University Perspective. Dr. Darlene Yee, Dr. Anabel Pelham, Dr. Kisang Sohn, SFSU and members of the AARP Education Outreach Task Force.
11:00 am - 11:30 am	Designing Age, Culture and Industry Sensitive Curricula: From the Students' Perspective. Mel Matsumoto, Administrator, The Redwoods. Graduate Students and older participants.
11:30 am - 12:30 pm	Developing A Strategic Vision for Shaping a Better Tomorrow: Accessing and Building on Resources - Best Practice Models, Recommendations for Future Strategic Planning.

Long-Term Care Administration at San Francisco State University

Presented by:

Darlene Yee, Ed.D., CHES

In a recent survey, the AARP membership indicated that universal coverage, long-term care and prescription medications were the important issues in health care reform. In a recent issue of The Gerontologist, NIA's Marcia Ory wrote that long-term care encompasses home-based, community-based and institutionally-based care. This continuum of care is a balance between demand for care by older adults and supply by a network of informal and formal caregivers. Those of us in academia and in the profession of long-term care must assume responsibility for educating and training these caregivers, especially those in administration.

Furthermore, there will be an imbalance between the proportion of minorities in the elderly population and the proportion of minority long-term care administrators. This imbalance does not help build ethnically responsive programs nor does it help build bridges into ethnic and minority communities. The same need exists, but is less great for ethnic or minority elderly who have been assimilated into the mainstream population. For elderly persons living in ethnically segregated communities or first generation immigrants not fully assimilated and/or who retain a high degree of their ethnic minority cultures, there is a need for ethnic diversity in long-term care administrators.

In order to qualify for the nursing home administrator licensure examination in California, a person may make application to the Board of Examiners of Nursing Home Administrators (BENHA), pay the application fee established by BENHA, be at least 18 years of age, and have one of the following:

(1) A master's degree in nursing home administration or a related health administration field. The master's program shall have included an internship/residency of at least 480 hours in a skilled nursing facility or an intermediate care facility.

(2) A baccalaureate degree and a BENHA-approved administrator-in-training (AIT) program of at least 1,000 hours.

(3) Ten years of full-time work experience, within the immediately preceding 15 years, as a registered nurse in a nursing home and a BENHA-approved administrator-in-training (AIT) program of at least 1,000 hours. At least 5 of the 10 years of work experience shall have been in a supervisory position.

(4) Ten years of full-time work experience, within the immediately preceding 15 years, in any department of a nursing home; 60 semester units (or 90 quarter units) of college or university courses; and a BENHA-approved administrator-in-training (AIT) program of at least 1,000 hours. At least 5 years of the 10 years of work experience shall have been in a supervisory position.

ACADEMIC PREPARATION*	EXPERENTIAL TRAINING	REQUIREMENT
UNDERGRADUATE DEGREE [BA, BS, etc]		BENHA AIT PROGRAM (1,000 HOURS)
GRADUATE DEGREE [MA, MS, etc]		INTERNSHIP/RESIDENCY (480 HOURS)
	10 YEARS FT WITHIN PAST 15 YEARS AS RN (5 YEARS IN SUPERVISION)	BENHA AIT PROGRAM (1,000 HOURS)
60 SEMESTER UNITS OR 90 QUARTER UNITS	10 YEARS FT WITHIN PAST 15 YEARS IN NURSING HOME (5 YEARS IN SUPERVISION)	BENHA AIT PROGRAM (1,000 HOURS)

At this time, an informal approach to academic preparation is available to license long-term care administrators. According to the Little Hoover Commission (1989), "Long-term care administrators are required to meet requirements for licensure as well as to complete continuing education hours to maintain their licenses.

Neither the initial academic training required for licensure nor the continuing education requirements specify any knowledge of geriatrics, gerontology, or health care administration. There are no requirements that administrators either have some specified knowledge of elders, nor that they keep current with new developments in research and treatment."

Consequently, a formal (standardized) approach to academic preparation is very much needed to license long-term care administrators (both community-based and institutionally-based professionals) to ensure for quality assurance and qualification control.

According to the Association for Gerontology in Higher Education (1988), there are seven ***public*** universities offering master's level training in long-term care administration. These formal programs in long-term care administration are located throughout the country in Florida, Michigan, Minnesota, New York, Ohio, Pennsylvania, and Texas.

Unfortunately, there were *no* such programs offered by public universities on the west coast. To address this need, SFSU proposed to develop and offer an academic emphasis in Long-Term Care Administration.

The proposed SFSU academic emphasis in Long-Term Care Administration has the support of the: American Association of Homes for the Aged, Board of Examiners of Nursing Home Administrators, California Association of Homes for the Aged, and Northern California Presbyterian Homes (as discussed by both Dick Waugh and Georgeann Taylor). Despite budgetary constraints, these agencies have worked directly with SFSU for the past two years to upgrade the profession of long-term

care administration by supporting increased educational requirements for licensure as a long-term care administrator. They further feel master's level courses and/or degrees in long-term care administration would be the ideal preparation for the profession.

Two needs assessment surveys on the development of a new master's level training program in long-term care administration were completed by San Francisco State University (Wilgus, 1993). One needs assessment survey was completed by a group (N= 77) of master's level students in Gerontology and Public Administration at San Francisco State University; the other needs assessment survey was completed by a group (N= 80) of long-term care administrators associated with the Board of Examiners of Nursing Home Administrators, California Association of Homes for the Aged, and Northern California Presbyterian Homes.

The findings of this needs assessment revealed that there is a growing need for licensed, qualified long-term care administrators. Both the professional and student groups were in agreement regarding the following issues: (1) a master's level training program is appropriate for meeting the need for qualified long-term care administrators; (2) a job market does exist for such graduates; and (3) the duration of internship assignments should be between four and six months.

As Anabel Pelham stated, the Graduate Program in Gerontology at San Francisco State University was established in recognition of this country's burgeoning elderly population and the implications of this demographic shift for the field of long-term care, both institutional and community-based. Long-term care is changing dramatically-- it is the fastest growing segment of the health care industry, and is now forecasted to reach $70 billion by 1996. The nursing home population is expected to grow from 1.2 million to 1.9 million by 1996. By 2040, 4.3 million elderly are expected to be institutionalized.

There is a profound need to provide a core of professional personnel aspiring to careers in long-term care administration with the expertise and skills to address the complex issues in gerontology. The financing, policy, programming, and regulatory issues in the field of long-term care administration require intensive study as they relate to the aging population. The academic emphasis in Long-Term Care Administration at San Francisco State University is designed to upgrade and expand the knowledge and skills of interested students.

Our graduate students are earning a Master of Arts (M.A.) degree in Gerontology with on-campus courses completed in Long-Term Care Administration. Furthermore, the internship experience is an integral part of our Long-Term Care Administration curriculum. We have been working closely with the California Association of Homes for the Aged (CAHA) in developing this training. A minimum of 480 hours is required of graduate students for the internship program. Ideally, graduate gerontology students who have completed the long-term care administration courses and internship are eligible to take the BENHA licensure examination *before* they graduate.

Long-term care facilities as well as graduate students benefit from the internship program. The placements provide a great opportunity to complete projects which have been prolonged or postponed due to the demands of day-to-day activities. Innovative ideas are generated by highly motivated and talented students. Consultant expertise becomes available to organizations through

faculty advice to students working on projects. These examples by no means exhaust the benefits to internship sites.

Graduate students will work Fall, Spring and/or Summer sessions with the scheduling of days/hours in the internship program negotiable. This year's placements are scheduled to begin June 1994. To facilitate interviewing and the matching of appropriate sites and students, all CAHA facilities received an invitation to participate in the CAHA-SFSU Partnership in Long-Term Care Administration about 2 weeks ago. To date, we have about 12 CAHA facilities throughout the state who would like to participate in this partnership. In addition, SF's Adult Day Health Network of 7 facilities have indicated that they would like to participate and work with our students who are interested in managing adult day health centers. I anticipate that these new bridges and partnerships will flourish and grow in the years ahead.

APPENDIX A

SAN FRANCISCO STATE UNIVERSITY
Gerontology Program

LONG-TERM CARE FOR THE ELDERLY

Course Information
Course Number: GRN 775 (3)
Semester: Spring 1994
Meeting Time: M 4:10-6:55 pm
Meeting Place: SCI 200
Credit Hours: 3

Instructor Information
Darlene Yee, Ed.D., CHES
Office: 20 Tapia
Phone: 338-1684
Office Hours: M 2-4;
Tu 1-2; and By Appt.

CATALOGUE DESCRIPTION

Examination of the nature of long-term care (LTC) facilities as living environments for the elderly. Study of planning methods, implementation skills, evaluation issues unique to LTC facilities serving older adults. Application of OBRA and Title 22 in operating LTC facilities.

COURSE BACKGROUND

The Gerontology Program was established in recognition of this country's burgeoning elderly population and the implications of this demographic shift for the field of long-term care, both institutional and community-based. Long-term care is the fastest growing segment of the health care industry, and is now forecasted to reach $70 billion by the end of 1995. The nursing home population is expected to grow from 1.2 million to 1.9 million by the end of 1995. By 2040, 4.3 million elderly are expected to be institutionalized. There is a profound need to provide a core of professional personnel aspiring to careers in long-term care administration with the expertise and skills to address the complex issues in gerontology. The financing, policy, programming, and regulatory issues in the field of long-term care administration require intensive study as they relate to the aging population. The program of study offered in the Gerontology Program is designed to upgrade and expand the knowledge and skills of students interested in long-term care administration.

COURSE GOAL AND OBJECTIVES

The goal of this course is to provide factual information and guidelines to enable students to have a full working knowledge of organizational and operational issues in long-term care administration for the elderly.

Upon successful completion of this course, it is expected that students will be able to:

(1) describe the responsibilities of a long-term care administrator, including associations with and responsibilities to various department heads of the facility;

(2) differentiate the organizational structure of the long-term care facility and the functions of each department;

(3) understand the day-to-day operations of the long-term care facility;

(4) distinguish the requirements of Medicare and Medi-Cal in the long-term care facility;

(5) learn proper human relations regarding management-employee, employee-patient, and employee-family;

(6) realize the need and the procedures for training personnel to work with the elderly; and

(7) understand basic insurance coverages in a managed care environment, and have a sense of the ethical and legal implications of various decisions (liability, malpractice, workers compensation, unemployment).

METHODS OF INSTRUCTION

The fundamental method of instruction will be lecture-discussion seminars. Supplementary methods of instruction will include audio-visual media, guest lecturers, and student presentations. In addition, students will be responsible for individual conference meetings with the instructor during scheduled office hours.

TEXTBOOKS (* = required; $ = optional)

* Abramovice, B. Long Term Care Administration: The Management of Institutional and Non-Institutional Components of the Continuum of Care. Binghamton, NY: Haworth Press, Inc., 1988. 236 pages.

$ Allen, J.E. Nursing Home Administration. New York, NY: Springer Publishing Company, 1987. 583 pages.

$ Goldsmith, S.B. Long-Term Care Administration Handbook. Gaithersburg, MD: Aspen Publishers, Inc., 1993. 562 pages.

$ Rabin, D.L. and Stockton, P. Long-Term Care for the Elderly: A Factbook. New York, NY: Oxford University Press, 1987. 248 pages.

* OBRA (Omnibus Budget Reconciliation Act; federal guidelines) and Title 22 (state guidelines).

* Yee, D. Course Readings for GRN 775 (3): Long-Term Care For The Elderly (Available for purchase through ABC Copy Center, 708

Sacramento Street, 397-6003; Available for reference through Gerontology Program Library, 20 Tapia Drive, 338-1684).

COURSE REQUIREMENTS

Involvement: Attend weekly classes; complete weekly reading assignments; and participate actively and appropriately in class discussions.

Content Information Examinations: Complete two content information examinations administered on 3/7/94 and 4/18/94 based on class lectures and reading assignments. There will be no alternatives, exceptions or make-ups except for very extenuating circumstances.

Literature Critique: Present a literature critique of two current, peer-reviewed manuscripts pertaining to a selected aspect of long-term care administration for the elderly. Students should consult *Abstracts in Social Gerontology: Current Literature on Aging* and the reference style manual of the American Psychological Association (APA). Oral (TBA) and/or written reports (3/7/94) due.

Group Term Project: Handout will be distributed and discussed fully in class. Oral (TBA) and/or written reports (5/23/94) due.

GRADING SYSTEM

The final numerical course grade will be calculated in the following way:

Content Examination #1	25%
Content Examination #2	25%
Literature Critique	10%
Group Term Project	40%
	100%

The final letter course grade will be assigned using the official SFSU grading system.

CONTENT OUTLINE

WEEK	DATE	TOPIC(S) AND READING ASSIGNMENTS
1	1/31/94	Background and Introduction [Academic Emphasis; Course; Course Requirements] **READ:** Handout Justice, D. (1993). Developing Community Based Long Term Care: Challenges and Opportunities. Long Term Care Issue Brief, National Eldercare Institute on Long Term Care, 1-8. Kahl, A. (1988). Careers in the Field of Aging. Occupational Outlook Quarterly, 3-21. Select Committee on Aging. (1986). America's Elderly At Risk. ERIC, Ed262319, 1-34.
2	2/7/94	History of Long-Term Care [Historical Survey; the American Experience; the Demographic Changes; Collateral Developments: Licensing of Facilities, Introduction of Specially Designed Facilities, National Organizations] Population Aging and Dependency: Caregiving in the 21st Century [Dependence, Functional Limitation, and Personal Care; the Demand for and Supply of Personal Care; the Caregiver Ratio; Alternate Views of the Future; Implications and Actions] **READ:** Abramovice 1-14; Goldsmith 1-18, 108-120 Kemper, P and Murtaugh, CM. (1991). Lifetime Use of Nursing Home Care. The New England Journal of Medicine, 324(9), 595-600. Miller, B and McFall, S. (1992). Caregiver Burden and the Continuum of Care. Research on Aging, 14(3), 376-398. Patchner, MA and Balgopal, PR. (1987). Care Planning, Quality Assurance, and Personnel Management in Long-Term Care Facilities. ERIC, Ed 307563, 1-38. Zedlewski, SR and McBride, TD. (1992). The Changing Profile of the Elderly: Effects on Future Long Term Care Needs and Financing. The Milbank Quarterly, 70(2), 247-275.
3	2/14/94	The Continuum of Care [Management Structure; Adult Day Care; Senior Housing; Residential Care; Hospice] Managing Long-Term Care [Defining Management; the Managerial Challenge; the Functions of Management; Special Challenges of Nursing Home Management; Expectations from Managers; Entering Management] Role and Function of Governing Boards [Board Functions; Board-Management Relations; Knowledge and Understanding of Directors; the Board Imperative] **DUE:** Literature Critique (Proposed Topic/Articles)

READ: Abramovice 15-54; Goldsmith 121-141, 395-403
AARP. (1985). The Right Place at The Right Time: A Guide to Long-Term Care Choices. AARP, 1-55
Parmelee, PA, Katz, IR and Lawton, MP. (1992). Incidence of Depression in Long Term Care Settings. Journal of Gerontology, 47(6), M189-M196.
Wallace, SP et al. Racial Differences Among Users of Long Term Care: The Case of Adult Day Care. Research on Aging, 14(4), 471-495.

2/21/94 President's Day Holiday. No Classes.

4 2/28/94 Internal Management- Operational Issues and Service Delivery:
Administration [Business Office Policies; By-laws; Governing Body & Management; Licensure; Registration of Personnel; Reports]
Committees [Policy Advisory Committee; Pharmaceutical Services; Discharge Planning; Infection Control; Personnel Policy; Utilization Review; Patient Care; Safety Regulations]
READ: Abramovice 85-96; Goldsmith 142-154

5 3/7/94 Content Information Examination #1
DUE: Literature Critique (Written Report)
READ: Review and Summary

6 3/14/94 Internal Management- Operational Issues and Service Delivery:
In-Service Education & Training [Staff Development; Recordkeeping]
Agreements [Outside Resources; Purchasing Policies; Emergency Services; Consultants; Transfers]
Volunteer Services [Functions; Personnel; Recordkeeping]
READ: Abramovice 179-182; Goldsmith 155-159
Estes, C.L. and Close, L. (1993). Long-Term Care: The Challenge to Education. AGHE, 1-21.
Toner, J. (1993). The Continuum of Long Term Care: An Educational Guide for Faculty in the Health Sciences. Physical & Occupational Therapy in Geriatrics, 8(12), 93-117.

7 3/21/94 Internal Management- Operational Issues and Service Delivery:
Admission Policies [Requirements; Acceptance; Non-acceptance; Contracts; Representatives]
Patient Funds [Administration; Quarterly Reports; Trust Funds; Statements; Access to Funds; Surety Bonds; Change in Ownership; Representatives]
Transfers & Discharges [Agreements; Unauthorized Discharges; Reports; Releases; Recordkeeping]

DUE: Group Term Project (Proposed Facility/Team)
READ: Abramovice 155-156; Goldsmith 257-259
Gurland, B, Bennett, R and Wilder, D. (1981). Reevaluating the Place of Evaluation in Planning for Alternatives to Institutional Care for the Elderly. Journal of Social Issues, 37(3), 51-69.
Jette, AM et al. (1992). High-Risk Profiles for Nursing Home Admission. The Gerontologist, 32(5), 634-640.
Leutz, W., Abrahams, R and Capitman, J. (1993). The Administration of Eligibility for Community Long-Term Care. The Gerontologist, 33(1), 92-104.
Rusak, JM, Nehrke, MF and Tirono, J. (1993). Staff Ratings of Relocation Risk in Elderly Patients. ERIC, Ed304639, 1-9.

3/28/94 Spring Recess. No Classes.

8 4/4/94 Internal Management- Operational Issues and Service Delivery:
Medical Records [Staffing; Protection; Content; Documentation; Completed Records; Retention & Preservation; Indexes; Location & Facilities; Confidentiality]
Patient Care Plans; Patient Care Policies [Restraints: Physical, Chemical, Orders, Time Limits, Documentation]; Patient Identification; Patient Rights
READ: Abramovice 159-162; Goldsmith 521-524
AARP. (1987). Nursing Home Life: A Guide for Residents and Families. AARP, 1-52.
Netting, FE, Paton, RN and Huber, R. (1992). The Long Term Care Ombudsman Program: What Does the Complaint Reporting System Tell Us? The Gerontologist, 32(6), 843-833.
Olson, E. et al. (1993). A Center on Ethics in Long Term Care. The Gerontologist, 33(2), 269-274.
Zawadski, RT and Gee, S. (1982). Computerized Information Management in Long Term Care: A Case Study. ERIC, Ed249442, 1-21.

9 4/11/94 Internal Management- Operational Issues and Service Delivery:
Dental Services [Advisory Dentist; Provision for Services]
Diagnostic Services [Cultures; Lab Reports; Provision for Services; Contracts]
Dietary Services [Staffing; Menus & Nutritional Adequacy; Therapeutic Diets; Hygiene of Staff; Emergency Services; Sanitary Conditions]
READ: Abramovice 67-74; Goldsmith 330-345

Nelson, KJ et al. (1993). Prevalence of Malnutrition in the Elderly Admitted to Long Term Care Facilities. Journal of the American Dietetic Association, 93(4), 459-461.

10 4/18/94 Content Information Examination #2
READ: Review and Summary

11 4/25/94 Internal Management- Operational Issues and Service Delivery:
Housekeeping Services; Laundry & Linen Service; Maintenance Service
Pastoral Services; Patient Activities
Medical Direction; Physician Services [Physician's Orders; Telephone Orders; Diagnosis/Prognosis; Emergency; Admission; Supervision; Availability]
READ: Abramovice 75-84; Goldsmith 33-55, 355-394

12 5/2/94 Internal Management- Operational Issues and Service Delivery:
Nursing Service [Director of Nursing; Charge Nurse; Rehabilitative Nursing Care; Administration of Drugs; Medical Records; Charting; Patient Care; Patient Identification; Storage of Drugs; Emergency Services; Transfers/Discharges; Training]
Pharmaceutical Services [Labeling of Drugs; Floor Stock; Emergency Services; Pharmacist; Emergency Drug Kit; Drug Regimen; Quarterly Reviews; Charting; Narcotic Control]
READ: Abramovice 55-66; Goldsmith 56-80

13 5/9/94 Internal Management- Operational Issues and Service Delivery:
Rehabilitative/Restorative Services [Occupational Therapy; Physical Therapy]
Social Services [Social Service Functions; Recordkeeping; Social Data; Confidentiality]
Community/Public Relations; Intra- and Inter-organizational Relations; Total Quality Management
Models of Delivery [the Medical Model; Mixed Delivery Systems]
READ: Abramovice 97-132, 167-172; Goldsmith 230-250, 345-354
Cotton, P. (1993). Nursing Home Research Focus on Outcomes May Mean Playing Catch-up with Regulation. JAMA, 269(18), 2337-2338.

14 5/16/94 Financial Issues of Long-Term Care Facilities
READ: Abramovice 203-212; Goldsmith 251-295
AARP. (1989). Medicare: What It Covers- What It Doesn't. AARP, 1-10.

1993 Guide to Health Insurance for People with Medicare. National Association of Insurance Commissioners and the Health Care Financing Administration of the U.S. DHHS, 1-33.

Callahan, D. (1993). Caring and Curing: A Medicare Proposal. Hastings Center Report, May-June 1993, 18-19.

Greene, VL, Lovely, ME, and Ondrich, JI. (1993). The Cost-Effectiveness of Community Services in a Frail Elderly Population. The Gerontologist, 33(2), 177-189.

Harrington, C et al. (1991). A National Long-Term Care Program for the United States: Caring for the Uninsured and the Underinsured. JAMA, 22(21), 3023-3029.

Liu, k, Perozek, M and Manton, K. (1993). Catastrophic Acute and Long Term Care Costs: Risks Faced by Disabled Elderly Persons. The Gerontologist, 33(3), 299-307.

Senate Committee on Aging. (1989). Health Care Costs for America's Elderly. Comm. Pub. No. 101-712, 1-24.

Travis, SS and McAuley, WJ. (1986). Recommendations for Long Term Care in an Elderly Medicaid Population. ERIC, ED 276914, 1-25.

Wasik, JF. (1993). Your Health & Wealth: Planning for Medical Costs. Consumer's Digest, 65-68.

Wilcox, MD. (1992). Long Term Care Insurance: Your Choices. Kiplinger's Personal Finance Magazine, 77-81.

15 5/23/94 Final Examination Period:
DUE: Group Term Project (Written Report)

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Kemper, P and Murtaugh, CM. (1991). Lifetime Use of Nursing Home Care. The New England Journal of Medicine, 324(9), 595-600.

Leutz, W., Abrahams, R and Capitman, J. (1993). The Administration of Eligibility for Community Long-Term Care. The Gerontologist, 33(1), 92-104.

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Miller, B and McFall, S. (1992). Caregiver Burden and the Continuum of Care. Research on Aging, 14(3), 376-398.

Nelson, KJ et al. (1993). Prevalence of Malnutrition in the Elderly Admitted to Long Term Care Facilities. Journal of the American Dietetic Association, 93(4), 459-461.

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SAN FRANCISCO STATE UNIVERSITY
Gerontology Program

GRN 775 (3) - LONG-TERM CARE FOR THE ELDERLY
Instructor: Dr. Darlene Yee

Spring 1994 Student Data Sheet

Name: _____

Address: _____

_____

Phone #: Home _____ Work _____

Student Status: ( ) Undergraduate ( ) Graduate ( ) Other

Major: _____ Minor: _____

Name of Your Academic Advisor: _____

Employment: ( ) Full time ( ) Part time ( ) Not Employed

Position: _____

Agency: _____

Brief History of Educational Activities:

Brief History of Professional Activities:

Special Interests or Skills:

DY: Spring 1994